



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Principles of Sports Nutrition				
Module Code	UISXPV-15-2	Level	2	Version	1
Owning Faculty	Hartpury	Field	Sport		
Contributes towards	FdSc Sports Studies				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co-requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	01 September 2013		Valid to	01 September 2019	

<b>CAP Approval Date</b>	24 June 2013
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1 Examine the role of macro- and micronutrients in the diet (B).</li> <li>2 Appraise an individual's basic nutritional needs (B).</li> <li>3 Demonstrate a detailed knowledge and critical understanding of the physiological responses to exercise and the mechanisms by which nutrition can influence health, exercise and sports performance across different populations (A).</li> <li>4 Evaluate the measurement of nutritional status in situations that impose additional challenges, for example, competition, training, clinical conditions and environmental factors and demonstrate the ability to develop appropriate nutrition plans (B).</li> <li>5 Analyse key theories and recent developments in the areas of sports nutrition (A).</li> </ol>
Syllabus Outline	<ol style="list-style-type: none"> <li>1 Introduction to Nutrition and Food Labels.</li> <li>2 Digestion, digestive system and the BMR.</li> <li>3 Energy Intake and Expenditure Recommendations.</li> <li>4 Carbohydrates and Methods of energy intake, Fats, Exercise and Appetite, Proteins, Exercise and Appetite.</li> <li>5 Vitamins Role of Supplements in Sport, Minerals and Ergogenic Aids in Sport.</li> <li>6 Fluid Ingestion – Hydration.</li> <li>7 Weight management – Weight Loss and Gain, Excessive Energy Expenditure.</li> <li>8 Nutrition for competition- strategies before, during and after exercise performance.</li> <li>9 Optimising recovery through nutrition.</li> <li>10 Practical activities may include: water balance during exercise; the effects of ergogenic aids and manipulating carbohydrate availability on performance.</li> </ol>

Contact Hours	<p>Indicative delivery modes:</p> <table border="0"> <tr> <td>1</td> <td>Lectures guided learning, seminars etc</td> <td>54</td> </tr> <tr> <td>2</td> <td>Independent learning</td> <td>96</td> </tr> <tr> <td colspan="2"><b>TOTAL</b></td> <td><b>150</b></td> </tr> </table>	1	Lectures guided learning, seminars etc	54	2	Independent learning	96	<b>TOTAL</b>		<b>150</b>															
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Teaching and Learning Methods	<p>Introductory lectures are supported by seminars, case studies, visits and practical workshops. In addition this module will be supported by interactive forums and learning tools.</p> <p>150 hours study time of which 54 hours will represent scheduled learning.</p> <p>This module will be taught across semester 1 on one day per week.</p> <p><b>Scheduled learning</b> Includes lectures, seminars, tutorials, demonstration, practical classes and workshops; external visits; supervised time in studio/workshop, and self-directed study.</p> <p><b>Independent learning</b> May include hours engaged with essential reading, case study preparation, assignment preparation and completion.</p> <p><b>Virtual Learning Environment (VLE), or equivalent</b> This module is supported by a VLE where students will be able to find all necessary module information. Direct links to information sources will also be provided from within the VLE.</p>																								
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <p><b>Key Information Set – Module Data</b></p> <p>Number of credits for this module <span style="float: right; border: 1px solid black; padding: 2px;">15</span></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;">Hours to be allocated</th> <th style="width: 25%;">Scheduled learning and teaching study hours</th> <th style="width: 20%;">Independent study hours</th> <th style="width: 20%;">Placement study hours</th> <th style="width: 20%;">Allocated Hours</th> </tr> </thead> <tbody> <tr> <td>150</td> <td>54</td> <td>96</td> <td>0</td> <td>150</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a:</p> <table border="0"> <tr> <td>1</td> <td><i>Written Exam:</i> Unseen written exam, open book written exam, in-class test.</td> </tr> <tr> <td>2</td> <td><i>Coursework:</i> Written assignment or essay, report, dissertation, portfolio, project.</td> </tr> <tr> <td>3</td> <td><i>Practical Exam:</i> Oral Assessment and/or presentation, practical skills assessment, practical exam.</td> </tr> </table> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p> <p>Total assessment of the module:</p> <table border="0"> <tr> <td>Written exam assessment percentage</td> <td style="border: 1px solid black; text-align: center;">0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="border: 1px solid black; text-align: center;">50%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="border: 1px solid black; text-align: center;">50%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </table>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	54	96	0	150	1	<i>Written Exam:</i> Unseen written exam, open book written exam, in-class test.	2	<i>Coursework:</i> Written assignment or essay, report, dissertation, portfolio, project.	3	<i>Practical Exam:</i> Oral Assessment and/or presentation, practical skills assessment, practical exam.	Written exam assessment percentage	0%	Coursework assessment percentage	50%	Practical exam assessment percentage	50%		100%
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<p>Reading Strategy</p>	<p><b>Access and Skills</b></p> <p>Further development of literature searching skills is supported by a Library Plus seminar provided within the first semester and by study skills sessions. Additional support is available through the Library Plus Services and online resources, including interactive tutorials on finding books and journals, evaluating information and referencing.</p> <p>All students will be encouraged to make use of the print and electronic resources available to them through membership of both the college and the university. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. Weston College Library's web pages provide access to subject relevant resources and to the library catalogue as well as signposting the University Library's web pages. Many resources can be accessed remotely.</p> <p>This guidance will be available in the programme handbook, module handbook and via module information on the VLE.</p> <p><b>Essential reading</b></p> <p>Any essential reading will be indicated clearly, along with the method for accessing it. Students may be asked to purchase a set text, be given a print study pack or be referred to texts that are available electronically.</p> <p><b>Further reading</b></p> <p>Students will be encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.</p> <p>All further reading resources will be available via both College and University libraries.</p>
<p>Indicative Reading List</p>	<p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms, including the module guide.</p> <ul style="list-style-type: none"> <li>• Bender, D. A. (Current Edition). <i>Introduction to Nutrition and Metabolism</i>. Florida, USA: CRC Press.</li> <li>• Brouns, F. (Current Edition). <i>Essentials of Sports Nutrition</i>. Chichester: John Wiley.</li> <li>• Burke L. and Deakin V. (Current Edition). <i>Clinical Sports Nutrition</i>. Maidenhead: McGraw-Hill Education.</li> <li>• Jeukendrup, A. and Gleeson, M. (Current Edition) <i>Sport nutrition: an introduction to energy production and performance</i>. Champaign, IL: Human Kinetics.</li> <li>• Maughan, R. J. (Current Edition). <i>Nutrition in Sport</i>. London: John Wiley and Sons Ltd.</li> <li>• Maughan R. J., Burke, L. M., and Coyle E. F. (Current Edition). <i>Food, Nutrition and Sports Performance II</i>. The International Olympic Committee Consensus on Sports Nutrition. London: Routledge.</li> <li>• Maughan, R. J. and Gleeson, M. (Current Edition). <i>The biochemical basis of sports performance</i>. New York, USA: Oxford University Press.</li> <li>• McArdle, W. D. (Current Edition). <i>Sports and Exercise Nutrition</i>. Philadelphia, USA: Lippincott, Williams and Wilkins.</li> <li>• McArdle W. D., Katch F. I. and Katch V. L. (Current Edition), <i>Exercise Physiology: Nutrition Energy and Human Performance</i>. Philadelphia, USA: Lippincott, Williams &amp; Wilkins.</li> <li>• Mougios, V. (Current Edition). <i>Exercise biochemistry</i>, Leeds: Human Kinetics.</li> </ul>

	<p>Articles:</p> <ul style="list-style-type: none"> <li>• Bahrke, M. S. and Yesalis, C. E. Performance-enhancing substances in sport and exercise. Champaign, Ill. ; Leeds: Human Kinetics, 2002, ix, 373.</li> <li>• Burke, L. M., Castell, L. M. and Stear, S. J. (2009) BJSM reviews: A-Z of supplements: dietary supplements, sports nutrition foods and ergogenic aids for health and performance Part 1. Br J Sports Med 43: 728-729.</li> </ul> <p>Journals:</p> <ul style="list-style-type: none"> <li>• British Journal of Nutrition</li> <li>• European Journal of Applied Physiology</li> <li>• International Journal of Nutrition</li> <li>• International Journal of Sports Nutrition and Exercise Metabolism</li> <li>• International Journal of Sports Physiology and Performance</li> <li>• Journal of Applied Physiology</li> <li>• Journal of Human Nutrition &amp; Dietetics</li> <li>• Journal of Sports Sciences</li> <li>• Journal of the American Dietetic Association</li> <li>• Medicine, Science, Sport and Exercise</li> </ul> <p>Websites:</p> <ul style="list-style-type: none"> <li>• World Anti-Doping Agency <a href="http://www.wada-ama.org/en/">http://www.wada-ama.org/en/</a></li> <li>• English Institute of Sport <a href="http://www.eis2win.co.uk/pages/default.aspx">http://www.eis2win.co.uk/pages/default.aspx</a></li> <li>• American College of Sports Medicine <a href="http://www.acsm.org">www.acsm.org</a></li> <li>• American Dietetic Association <a href="http://www.eatright.org">www.eatright.org</a></li> <li>• Australian Institute of Sport <a href="http://www.ais.org.au">www.ais.org.au</a></li> <li>• British Dietetic Association <a href="http://www.bda.uk.com">www.bda.uk.com</a></li> <li>• British Nutrition Foundation <a href="http://www.nutrition.org.uk">www.nutrition.org.uk</a></li> <li>• Food Standards Agency <a href="http://www.food.gov.uk">www.food.gov.uk</a></li> <li>• International Olympic Committee <a href="http://www.olympic.org">www.olympic.org</a></li> </ul>
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<b>Part 3: Assessment</b>	
Assessment Strategy	<p>A range of assessment techniques will be employed to ensure that learners can meet the breadth of learning outcomes presented in this module alongside the ability to demonstrate transferable skills e.g. communication skills.</p> <p>Poster Defence: A research paper will be selected that discusses a key theory and/or recent development in the areas of sports nutrition. Students will be expected to critically appraise this theory and/or development and demonstrate a detailed knowledge and critical understanding of the physiological responses to the mechanisms by which nutrition can influence health, exercise and sports performance across different populations.</p> <p>Dietary Analysis Report: Using information from nutritional workshops and research produce a 10 day nutritional plan for an athlete of your choice. This plan should include 7 day pre-event and 2 day post-event. Justify and rationalise your macro and micro nutrient and hydration choices and recommendations.</p> <p>Opportunities for formative assessment exist for the assessment strategy used. Verbal feedback is given and all students will engage with personalised tutorials setting SMART targets as part of the programme design.</p> <p>In line with the College's commitment to facilitating equal opportunities, a student may apply for alternative means of assessment if appropriate. Each application will be considered on an individual basis taking into account learning and assessment needs. For further information regarding this please refer to the VLE.</p>
Identify final assessment component and element	Dietary Analysis Report

% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	50%	50%
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>	
1 Poster Defence (15 minutes)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b>	
1 Dietary Analysis Report (1500 words)	100%	
<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>	
1 Poster Defence (15 minutes)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b>	
1 Dietary Analysis Report (1500 words)	100%	
If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.		